



# Connecticut Office of Early Childhood

## **Connecticut Office of Early Childhood Report on Changing the Kindergarten Entry Date**

### **Legislative Charge**

Current legislation requires all public schools be open to children who turn five on or before January 1<sup>st</sup> of any school year (C.G.S. Sec.10-15c) and that public schools provide half-day kindergarten programming for at least 180 days for 450 hours of actual schoolwork during each year. If a public school chooses to offer full-day kindergarten, it must provide 900 hours of schoolwork for at least 180 days. (C.G.S. Sec. 10-15).

Public Act 14-39, Sec. 9 requires the Office of Early Childhood (OEC) to develop, in consultation with the State Department of Education, a plan for changing the date by which children must reach five years of age from January 1<sup>st</sup> to October 1<sup>st</sup> in order to be eligible to enroll in kindergarten for that school year. In addition, the OEC must include a plan for the creation of spaces in school readiness programs and public and private prekindergarten programs for children affected by the change in entry date.

A reason often cited for changing the entry date is that Connecticut currently has one of the latest entry dates in the country. According to the Education Commission of the States (2013), Connecticut has the latest cutoff date of any state with set kindergarten entry date. However, it should be noted that seven states allow school districts to decide upon the kindergarten entry date locally (Massachusetts, New Hampshire, New Jersey, New York, Ohio, Pennsylvania, Vermont). A change in entry date may make comparisons of the data on national assessment measures more relevant.

### **Options for Implementing a Change in Kindergarten Entry Date**

#### **Immediate Change In Entry Date**

Immediately changing the cut-off date for entry to kindergarten would result in approximately 6,500 children not being eligible for kindergarten (based upon 2014-2015 enrollment data).

#### **Phase-in**

Below is a chart summarizing the projected number of children who would be affected by phasing in a kindergarten entry date of October 1. This plan to phase in the new entry age would be implemented by gradually rolling back the kindergarten entry age date by one month each year over three years. The

chart below shows the cumulative number of children who would be affected by changing the date to December 1<sup>st</sup>, then to November 1<sup>st</sup> and finally to October 1<sup>st</sup>. The data in this chart is based upon 2014-2015 State Department of Education enrollment data, with a total enrollment of 37,655 students in kindergarten.

<b>Year of Plan</b>	<b>Entry Age Rolled Back To:</b>	<b>Number of students who would no longer be eligible to enter Kindergarten based upon the new eligibility date</b>
Year One	December 1 <sup>st</sup>	1,899
Year Two	November 1 <sup>st</sup>	4,050
Year Three	October 1 <sup>st</sup>	6,456

Maintain Current Entry Date Until Universal Access to Preschool

As Connecticut works toward universal access to preschool, changes to the kindergarten entry date will increase the number of students in the age range before kindergarten entry, resulting in an impact on overall progress toward reaching universal access to preschool. Delaying changes to the entry date until universal access to preschool is achieved would allow for immediate gains in access to preschool and allow for communities to build the necessary capacity to serve additional children should the kindergarten entry age change.

Maintain Current Entry Date Until Statewide Market Research Project Is Complete

Given a forthcoming market research project to assess Connecticut’s early childhood care capacity and access, it may be prudent to delay decisions about the timing of a change in the entry date until the full impact on the early care and education system can be examined. Once this data is available in early 2016, the capacity to serve these children affected by a change in kindergarten entry date in quality early care and education programs can be determined and can better inform the decision-making process. This information would be reviewed and a final recommendation would be made during the 2016 legislative session.

Anticipated Impact of Changing the Kindergarten Entry Date

Children

Research regarding age at entry to kindergarten shows varying results. In general, research seems to suggest that relatively older children may perform better initially, but that there may be negative longer-term outcomes for children who enter kindergarten later, including behavior issues and increased high school drop-out rates. Despite these gross generalizations, there are conflicting findings about both the short- and long-term outcomes associated with age at entry to kindergarten.

Many studies show short-term differences are minimal and often explained by other factors such as preschool experience. In addition, some show that initial differences in skills based upon age at kindergarten entry fade over time. A working paper regarding age at kindergarten entry by Cook and Songman in the National Bureau of Economic Research (2013) found that children in North Carolina born just after the cut-off date outperformed children born just before the cutoff date and were less likely to engage in juvenile delinquency. However, children who just missed the cutoff date were more likely to drop out of high school and commit a felony offense by 19 years of age.

Overall, there is not a consistent body of research evidence to inform decisions about a change in the kindergarten entry date as a means of promoting positive outcomes for children. An annotated bibliography of relevant research and literature reviews is included in Appendix A and can be referenced for specific findings.

### Three-Year-Olds

While policies could prioritize enrollment in state-funded programs for children who would have previously been able to enter kindergarten, unless there is increased capacity for early care and education in communities, space will not be available for children on the younger end of preschool (eligible 3-year-olds) to begin their early education experience. The result may further inequities, with children whose families cannot afford to pay for private early care and education losing access to state-funded spaces when their child is 3 years of age. Research supports that children who have two years of preschool have better outcomes. By changing the kindergarten entry age, many younger children may not have access to state-funded early care and education, decreasing their time spent in preschool and possibly affecting their future academic and lifelong success.

### State and Municipalities

For 2015, there were an estimated 73,375 3- and 4-year-olds living in Connecticut. Of those 73,375, 43% (31,502) received state- or federal-funded early care and education programming (School Readiness, Child Day Care Centers and federal Head Start) or through the public school system. Based on this information, it can be assumed that approximately 2,795 children (43% of the 6,500 children who would not be eligible to attend kindergarten for an additional year) would require an additional year of publicly funded early care and education funding. Based on the current utilization of publicly funded early care and education programming, the total estimated cost to the state and municipalities is \$23,863,033.

### Families

The families of approximately 6,500 4-year-old children in Connecticut whose birthdays fall between October 2 and December 31 will be affected by a change in the kindergarten entry date. As a result of a change in the kindergarten entry age, these children will not be able to attend kindergarten for an additional year, resulting in families needing to place their children in alternate child care for another year.

Families who are able to enroll in state-funded School Readiness or Child Day Care Center programs (approximately 1,274 children or 19.6% of the 6,500 children who would not be eligible to attend kindergarten for an additional year) will receive some financial assistance, but will be responsible for an additional year of family fees charged to parents associated with the program. Family fees are calculated and based upon a family's size and income and can range from \$8 per week (\$416 per year) to \$200 per week (\$10,400 per year) based on the 2014-2015 Income Guidelines and per-Child Fee Schedule for children attending full-time preschool services through state-funded School Readiness or Child Day Care Center programs.

In addition, approximately 15% of families choose not to send their children to early childhood care programs. This means approximately 975 five-year-olds (15% of 6,500 children who would not be eligible to attend kindergarten for an additional year) would not enter a school setting for an additional year, delaying their early learning and possibly impacting their academic and life-long trajectory.

A change in the kindergarten entry date will have a significant financial impact on families, specifically working and middle-class families who are not eligible for state subsidies or have no access to other publicly-funded free or low-cost child care options. Based on the information above, families of the remaining 2,730 children would have to pay for another year of care for their children. A fee analysis conducted by United Way of Connecticut in 2013 found the average weekly cost of full-day center-based preschool is \$210.65 with an annual cost of \$10,953.80. The analysis also found the cost of full-day center-based preschool ranged from \$100 per week (\$5,200 per year) to \$456 per week (\$23,712 per year). Additionally, the average weekly cost of full-day family-based preschool is \$179.94 with an annual cost of \$9,356.88. For full-day family-based preschool the cost ranged from \$80 per week (\$4,160 per year) to \$400 per week (\$20,800 per year). In addition, private early care settings (early care programs not receiving public funding) are of unknown quality, possibly delaying high-quality early education experiences for 2,730 children, which could have an impact on their academic and life-long success.

### Achievement Gap

Without a guarantee of a no-cost, state-funded or affordable preschool opportunity, this change will have a financial impact on many families, most significantly for working and middle-class families. More children in wealthier school districts are held out of kindergarten by their parents who can presumably pay for an additional year of high-quality preschool. However, working and middle-class families who do not qualify for state-funded programs would incur the cost of an additional year of early care and education or would be unable to afford such a cost, further delaying their child's entry to early education by yet another year. The resulting inequity in years of preschool experience could cause an increase in the disparity in school preparedness, further widening the achievement gap between Connecticut's wealthy and poor children, which is already the largest in the nation.

### Availability of Early Care and Education

Given all of the considerations mentioned above, the availability of early care and education in Connecticut is a critical consideration in deciding when a change in kindergarten entry date should be implemented. As the state moves toward providing universal access to preschool, plans for an

integrated system of early care and education are in process. An integral part of this process is a market research project to assess the capacity of early childhood care and education services in Connecticut and access to these services for families. The information from this study, which will examine the capacity of early care and education providers across communities, as well as assess the needs of families, is vital to making a fully informed decision about a change in kindergarten entry date and the effect on children, families, communities and schools. This study is projected to be completed in early 2016.

Some recent changes in the availability of high-quality preschool are noted below, however, without further information about the needs of families and the capacity of school and community programs to add spaces, the true effect of these new programs on the overall availability of early care and education cannot be determined:

- Recent efforts to expand preschool services in School Readiness communities have resulted in approximately 2,000 additional spaces over the last three years.
- The Preschool Development Grant awarded to Connecticut provides funds for 4-year-olds in 13 communities serving an additional 428 children and improving the quality of the early care and education experience for 284 children. These spaces will be available for children in the 13 communities beginning Fall 2015.
- The new Smart Start initiative provides additional preschool spaces for approximately 400 preschoolers in 14 school districts with potential funding to expand to more communities statewide, possible serving an additional 1,600 students. These spaces will be available for children in the 14 communities beginning Fall 2015.

### **School Districts**

- Changing the entry date would result in declining kindergarten enrollment in public schools as fewer children would be eligible to enter kindergarten. Appendix B includes data by district.
- Approximately 15% of 3- and 4-year-olds in Connecticut attend preschool provided through the public school system. This means public schools would have to expand their preschool programming by 975 seats statewide to accommodate the retention of 5-year-olds for an additional year at an estimated cost of \$8,700,900 based on the State Fiscal Year 2016 School Readiness full-day full-year rate (\$8,924 per year).

### **Critical Considerations**

#### **Compulsory Age and Opt-Out Provisions**

While the compulsory age of school enrollment in Connecticut is 5 years of age, C.G.S. Sec. 10-184 allows parents of a child who is 5 years of age the option not to send their child to school until the child is 6 or 7 years old. If families choose not to send their child when the child is age-eligible, they must go to the school district and sign an option form. This practice is commonly known as “redshirting.” During the 2014-2015 school year, 3,229 children enrolled in kindergarten in Connecticut were eligible to attend kindergarten in a previous year (this data excludes children who were retained). This practice occurs much more frequently in wealthier districts and is relatively uncommon in poorer urban districts

(see Appendix C). This may be due to the ability of families in wealthier districts to pay for an additional year of early care and education and the inability of families in poorer urban districts to fund an additional year of preschool.

Typically, a kindergarten classroom will have an age range of one year; however, as a result of redshirting, the age range in a kindergarten classroom is often much greater, resulting in possible implications for curriculum and instructional supports (see section below). Research into redshirting has been inconclusive regarding the impact on students (see Appendix A for an annotated bibliography), although higher rates of redshirting for children who are white, male and higher in socio-economic status are frequently cited.

### Curriculum and Instructional Supports

Setting a specific cut-off date for enrollment in kindergarten would typically be expected to result in a one-year age span in kindergarten classrooms. Having a consistent age span allows districts to establish curricular and instructional practices that are age-appropriate for the majority of children in this age span, and to differentiate based upon natural variation and special needs. However, if lower income students who cannot afford to pay for an extra year of preschool enter kindergarten on time while students whose families have the resources to attend another year of preschool are held out, the result is a wide disparity in age and experience for children in kindergarten classrooms. This disparity may impact the instructional and curriculum practices in kindergarten classrooms and may further contribute to the preparation gap. In addition, the capacity of early care and education settings to provide curriculum and instruction appropriate to those children who are currently age eligible for kindergarten, as well as for preschool-age children, must be considered.

### Recommendations

1. The OEC recommends that the effective date of a change in kindergarten entry date be determined following the results of the market research project to assess Connecticut's early childhood care capacity and access.
2. The OEC recommends that when an appropriate time frame for changing the kindergarten entry date is determined, the change be phased in one month increments over the course of three consecutive years to allow time for families, schools and communities to adequately absorb and prepare for the changes.
3. The OEC recommends that the provision that allows parents to wait to have their children attend kindergarten until that child is age 6 or 7 be eliminated. While current law requires parents to go to the school to exercise this option, this is not standard practice. A separate waiver provision, in current law, allows for local or regional school boards to vote to waive the minimum age requirement will remain intact and can be expanded to allow for boards to also vote to waive the maximum age requirement on a case-by-case basis. This change would affect approximately 3,229 children, disproportionately in the wealthier districts. Data on the prevalence of redshirting by district is available in Appendix C.

## **Appendix A: Annotated Bibliography**

### **Age of Entry to Kindergarten**

**Aliprantis, Dionissi (2010). Redshirting, Compulsory Schooling Laws, and Educational Attainment. Working paper of the Federal Reserve Bank of Cleveland.**

Using data from the Early Childhood Longitudinal Study (ECLS-K), the author finds an inability to determine the effects of educational attainment using date of birth.

**Angrist, Joshua and Krueger, Alan. (1991). Does Compulsory School Attendance Affect School and Earnings? Oxford University Press: The Quarterly Journal of Economics, Volume 106, Number 5.**

This research concludes that students who are required to attend school longer earn higher wages.

**Bedard, Kelly and Dhuey, Elizabeth. (2006). The Persistence of Early Childhood Maturity: International Evidence of Long-Run Age Effect. The Quarterly Journal of Economics Volume 121, Number 4, pp. 1437-1472.**

This study across Organisation for Economic Co-operation and Development (OECD) countries found that older students scored higher on fourth grade tests and are more likely to enroll in higher education. Researchers noted that in the United States 5% of children enter kindergarten a year late and many of those entering late were from the top socioeconomic strata. As a result of this distribution an unbalanced number of the youngest children in kindergarten in the US are from low socioeconomic groups.

**Black, Sandra; Devereux, Paul; and Salvanes, Kjell. (2011). Too Young to Leave the Nest? The Effects of School Starting Age. The Review of Economics and Statistics, Volume 93, Number 2, 455–467.**

Norwegian researchers found that the effects of an older school starting age include reduced earnings until 30 years of age, limited impact on educational attainment, increased probability of teen pregnancy and improved mental health for boys at 18. The researchers concluded that there was not much evidence to support delayed entry to school.

**Cannon, Jill S. & Lipscomb, S. (2008). Changing the Kindergarten Cutoff Date: Effects on California Students and Schools. Public Policy Institute of California.**

Researchers summarized 14 studies and found delayed entry to kindergarten has a positive effect on elementary and middle school test scores. Findings included that more advantaged students derive the greatest benefits and that this finding could lead to an increased achievement gap. It was also pointed out that delayed entry can lead to less education completed for those that drop out. Additionally, that moving the date is not likely to affect overall grade retention or special education enrollment rates.

**Cook, Philip J. & Kang, Songman. (2013). Birthdays, Schooling, and Crime: New Evidence of the Dropout-Crime Nexus. National Bureau of Economic Research.**

**Datar, Ashlesha. (2006). Does Delaying Kindergarten Entrance Give Children a Head Start? Economics of Education Review. 25 (2006) 43–62.**

This study concludes that delayed entry age to kindergarten is correlated with a significant increase in math and reading scores at kindergarten entry and that the trajectory of test scores increase during the first two years of school. There were, however, differences in results by poverty, disability and gender. Children that are poor, boys or disabled demonstrated the largest testing gains. Researchers cautioned that that this study did not determine if these gains will persist over time.

**Dobkin, Carlos and Ferreira, Fernando. (2009). Do School Entry Laws Affect Educational Attainment and Labor Market Outcomes? Economics of Education Review.**

This study examined a cohort of California and Texas students, concluding children who enter kindergarten relatively early exhibited increased education attainment coupled with lower academic performance while they were in school. Ultimately, they found no evidence that kindergarten entry age affected job market factors, such as employment or wages.

**Elder, Todd & Lubotsky, Darren (2009). Kindergarten Entry Age and Children's Achievement: Impacts of State Policies, Family Background, and Peers. Journal of Human Resources, Volume 44, Number 3.**

The positive relationship between test scores and entrance age was shown to be evident only at the beginning of kindergarten. This lack of positive relationship was especially evident in children from higher socioeconomic groups. The researchers question the efficacy of raising the age for kindergarten entry as a way to improve achievement, especially for disadvantaged children. They also conclude that having older classmates increased the likelihood of retention, identification of learning disabilities and diagnosis of ADHD.

**de Cos, Patricia. (1997). Readiness for Kindergarten: What Does It Mean? A Review of Literature in Response to a Request by Assemblymember Kerry Massoni.**

This report outlines the many findings related to kindergarten entry age, including a breakdown of study results that found the following: no initial performance differences, initial effects correlated with birthdate, long-term birthdate effects, no long-term birthdate effects, gender effects, socio-economic status, preschool attendance, teacher perceptions and the influence of curriculum and instructional methods. This report reflects the conflicting research results as well as the complexity of the issue of kindergarten entry date.

**Grissom, James (2004). Age and Achievement. Education Policy Analysis Archives.**

This study found that little difference in the test scores of different aged 10<sup>th</sup> graders. Overall, a negative linear relationship between age and achievement at all grade levels was demonstrated by older students. The researchers posit that policies (e.g., modifying entrance age, delaying school entry,

implementing transitional kindergarten or first grade programs, retaining students to improve educational achievement) have adverse effects on educational achievement.

**Lincove, Jane and Painter, Gary (2006). Does the Age that Children Start Kindergarten Matter? Evidence of Long-term Educational and Social Outcomes. Educational Evaluation and Policy Analysis, Volume 28, Number 2, pp. 153-179.**

This study, using data from the National Education Longitudinal Survey, examined the long-term effects of school entry age on educational and social outcomes. The results of the study suggest that there is no long-term advantage to delayed entry to school.

**National Center for Education Statistics (2000). Children who Enter Kindergarten Late or Repeat Kindergarten: Their Characteristics and Later School Performance.**

Using 1993 and 1995 survey data, this study showed that when demographic, socioeconomic and developmental factors were controlled for, there were no differences between students who had a delayed entry to kindergarten and other first and second-grade students.

**Narahara, May. (1998). Kindergarten Entrance Age and Academic Achievement. California State University, Long Beach, CA. ERIC Digest 421 218.**

This review of literature examines the following questions:

- (1) How does the entrance age of kindergarten children affect academic achievement?;
- (2) Do age-eligible older students perform better academically than younger students?;
- (3) Do year-older or "red-shirted" students have an academic advantage over younger students?; and
- (4) Do transitional programs such as pre-kindergarten and pre-first or junior first grade promote achievement for immature, high-risk students?

Recommendations included reduction in kindergarten class size, improvements in developmentally appropriate teaching in kindergarten, increased administrative knowledge of best practice and current research to help guide families and teachers in their decision making, vertical alignment of preschool and kindergarten.

**NICHD Early Child Care Research Network (2007). Age of Entry to Kindergarten and Children's Academic Achievement and Socioemotional Development.**

This study showed modest differences in academic achievement related to age of entry to kindergarten and no relationship to social functioning, all of were measured across the first three years of school.

**Stipek, Deborah & Byler, Patricia (2001). Academic Achievement and Social Behaviors Associated with Age of Entry into Kindergarten. Applied Developmental Psychology. 22, 175-189.**

This study demonstrated modest advantages in academic achievement for children who entered kindergarten at older ages, but noted that this advantage disappeared by third grade. The only advantage found in K and 3<sup>rd</sup> for older students were additional positive feelings about their teacher.

**Zhang, Jiahui and Xin, Tao (2012). Boosting Early Development: The Mixed Effects of Kindergarten Enrollment Age. US-China Education Review A3.**

This study investigated the effects of kindergarten on cognition and problem solving. The researchers conclude that children not exposed to rich learning environments in the home had increased cognitive performance and behavior problems compared to children exposed to rich home learning environments.

### **Redshirting**

**Bassok, Daphna and Reardon, Sean F. (2013). "Academic Redshirting" in Kindergarten: Prevalence, Patterns & Implications.**

Using nationally-representative datasets, researchers found that between 4 and 5.5 percent of children have a delayed entry to kindergarten. The children most likely to experience delayed entry are white, male and high socioeconomic status. Low income families are less likely to delay entry due to cost. The impact on learning of delayed entry students is mixed and additional research is necessary.

**Dougan, Kelli and Pijanowski, John (2011). The Effects of Academic Redshirting and Relative Age on Student Achievement. National Council of Professors of Educational Administration.**

This article notes that redshirted children have advantages by virtue of their relative age when compared to younger classmates. Redshirting is more likely to be practiced by those of higher socioeconomic means; this could likely lead to increases in the achievement gap between poor and more wealthy children. Redshirting does have advantages for individual children.

**Range, Bret, Dugan, Kelli, and Pijanowski, John (2011). Rethinking Grade Retention and Academic Redshirting: Helping School Administrators Make Sense of What Works. National Council of Professors of Educational Administration.**

This article compares the characteristics of redshirted and retained students and provides recommendations to those who make decisions to redshirt or retain. The authors cite the importance of using research and not intuition when making these decisions and the difficulty in doing so due to inclusive research findings.

**Appendix B:  
Projected Number of Children Affected by a Change in Kindergarten Entry Date by Month, Based Upon  
CT State Department of Education Enrollment Data for 2014-2015**

<b>District Name</b>	<b>Total Number of Children Affected by an October 1 Cut-Off Date</b>	<b>Children Affected by Rolling Back the Date to October 1 Cut-Off Date</b>	<b>Children Affected by Rolling Back the Date to November 1 Cut-Off Date</b>	<b>Children Affected by Rolling Back the Date to December 1 Cut-Off Date</b>
Amistad Academy District	20	9	7	4
Andover School District	3	1		2
Ansonia School District	36	16	13	7
Ashford School District	7	1	1	5
Avon School District	25	9	9	7
Barkhamsted School District	3	2	1	
Berlin School District	28	8	13	7
Bethany School District	9	2	4	3
Bethel School District	29	13	7	9
Bloomfield School District	28	12	8	8
Bolton School District	6	3	2	1
Booker T Washington Academy District	10	4	5	1
Bozrah School District	1	1		
Branford School District	25	15	8	2
Brass City Charter School District	8	4	2	2
Bridgeport Achievement First District	16	6	3	7
Bridgeport School District	406	150	127	129
Bristol School District	123	38	41	44
Brookfield School District	14	6	4	4
Brooklyn School District	7	2	5	
Canaan School District	1	1		
Canterbury School District	11	3	5	3
Canton School District	10	3	5	2
Chaplin School District	3	1		2
Cheshire School District	28	12	10	6
Chester School District	4	2	2	
Clinton School District	14	8	1	5
Colchester School District	25	6	12	7

<b>District Name</b>	<b>Total Number of Children Affected by an October 1 Cut-Off Date</b>	<b>Children Affected by Rolling Back the Date to October 1 Cut-Off Date</b>	<b>Children Affected by Rolling Back the Date to November 1 Cut-Off Date</b>	<b>Children Affected by Rolling Back the Date to December 1 Cut-Off Date</b>
Colebrook School District	3	1	0	2
Columbia School District	4	1	3	0
Cornwall School District	1	0	1	0
Coventry School District	27	9	11	7
Cromwell School District	22	10	11	1
Danbury School District	192	69	66	57
Darien School District	24	10	6	8
Deep River School District	4	2	1	1
Derby School District	22	9	3	10
East Granby School District	10	3	6	1
East Haddam School District	13	7	1	5
East Hampton School District	19	8	5	6
East Hartford School District	107	43	32	32
East Haven School District	39	18	7	14
East Lyme School District	19	10	6	3
East Windsor School District	17	4	6	7
Eastford School District	3	1	1	1
Easton School District	8	3	3	2
Ellington School District	24	11	8	5
Elm City Montessori School District	4	1	1	2
Enfield School District	88	26	34	28
Essex School District	3	2	1	
Fairfield School District	87	44	26	17
Farmington School District	29	12	8	9
Franklin School District	6	4	1	1
Glastonbury School District	38	17	9	12
Granby School District	19	6	8	5
Greenwich School District	103	29	37	37
Griswold School District	26	9	10	7
Groton School District	98	33	35	30
Guilford School District	22	11	5	6
Hamden School District	72	27	23	22
Hampton School District	1	0	1	
Hartford School District	362	121	117	124

<b>District Name</b>	<b>Total Number of Children Affected by an October 1 Cut-Off Date</b>	<b>Children Affected by Rolling Back the Date to October 1 Cut-Off Date</b>	<b>Children Affected by Rolling Back the Date to November 1 Cut-Off Date</b>	<b>Children Affected by Rolling Back the Date to December 1 Cut-Off Date</b>
Hartland School District	2	1	1	0
Hebron School District	8	2	3	3
Kent School District	5	5	0	0
Killingly School District	33	10	13	10
Lebanon School District	6	2	2	2
Ledyard School District	21	10	6	5
Lisbon School District	5	2	1	2
Litchfield School District	14	8	4	2
Madison School District	9	4	2	3
Manchester School District	105	32	34	39
Mansfield School District	18	6	3	9
Marlborough School District	7	3	2	2
Meriden School District	155	40	64	51
Middletown School District	83	36	26	21
Milford School District	54	19	24	11
Monroe School District	23	8	8	7
Montville School District	26	13	7	6
Naugatuck School District	56	28	13	15
New Britain School District	182	79	56	47
New Canaan School District	15	6	4	5
New Fairfield School District	17	4	8	5
New Hartford School District	6	1	4	1
New Haven School District	314	98	118	98
New London School District	61	23	16	22
New Milford School District	28	13	11	4
Newington School District	56	21	23	12
Newtown School District	18	6	8	4
Norfolk School District	2	0	1	1
North Branford School District	23	14	5	4
North Canaan School District	2	1	0	1
North Haven School District	29	9	10	10
North Stonington School District	10	3	3	4
Norwalk School District	161	53	53	55
Norwich School District	80	28	20	32

<b>District Name</b>	<b>Total Number of Children Affected by an October 1 Cut-Off Date</b>	<b>Children Affected by Rolling Back the Date to October 1 Cut-Off Date</b>	<b>Children Affected by Rolling Back the Date to November 1 Cut-Off Date</b>	<b>Children Affected by Rolling Back the Date to December 1 Cut-Off Date</b>
Odyssey Community School District	9	3	5	1
Old Saybrook School District	10	0	9	1
Orange School District	17	7	9	1
Oxford School District	11	3	4	4
Plainfield School District	29	8	12	9
Plainville School District	24	11	6	7
Plymouth School District	15	7	3	5
Pomfret School District	5	1	1	3
Portland School District	13	5	4	4
Preston School District	10	6	4	
Putnam School District	18	4	5	9
Redding School District	1	0	0	1
Regional School District 06	11	5	4	2
Regional School District 10	5	3	1	1
Regional School District 12	5	1		4
Regional School District 13	14	6	4	4
Regional School District 14	8	5	2	1
Regional School District 15	28	9	11	8
Regional School District 16	32	13	10	9
Regional School District 17	10	4	3	3
Regional School District 18	4	1		3
Ridgefield School District	34	17	12	5
Rocky Hill School District	43	13	16	14
Salem School District	4	2	1	1
Salisbury School District	6	2	2	2
Scotland School District	3	0	2	1
Seymour School District	25	15	3	7
Sharon School District	3	3	0	0
Shelton School District	56	20	20	16
Sherman School District	6	2	2	2
Simsbury School District	22	11	4	7
Somers School District	10	2	4	4
South Windsor School District	36	20	9	7
Southington School District	42	16	19	7

<b>District Name</b>	<b>Total Number of Children Affected by an October 1 Cut-Off Date</b>	<b>Children Affected by Rolling Back the Date to October 1 Cut-Off Date</b>	<b>Children Affected by Rolling Back the Date to November 1 Cut-Off Date</b>	<b>Children Affected by Rolling Back the Date to December 1 Cut-Off Date</b>
Sprague School District	2	2	0	0
Stafford School District	25	8	9	8
Stamford School District	293	109	97	87
Sterling School District	7	5	2	0
Stonington School District	15	6	6	3
Stratford School District	86	35	18	33
Suffield School District	18	13	2	3
Thomaston School District	10	3	4	3
Thompson School District	11	3	4	4
Tolland School District	21	8	8	5
Torrington School District	62	29	22	11
Trumbull School District	50	23	16	11
Union School District	1	1	0	0
Vernon School District	62	20	21	21
Voluntown School District	5	2	3	0
Wallingford School District	57	15	25	17
Waterbury School District	316	114	97	105
Waterford School District	18	6	5	7
Watertown School District	28	10	11	7
West Hartford School District	80	30	30	20
West Haven School District	101	40	33	28
Westbrook School District	5	0	0	5
Weston School District	23	9	6	8
Westport School District	31	15	8	8
Wethersfield School District	36	10	15	11
Willington School District	2	0	1	1
Wilton School District	20	6	10	4
Winchester School District	15	7	7	1
Windham School District	72	25	29	18
Windsor Locks School District	16	2	7	7
Windsor School District	36	11	12	13
Wolcott School District	21	6	8	7
Woodbridge School District	10	3	5	2
Woodstock School District	18	9	6	3

<b>District Name</b>	<b>Total Number of Children Affected by an October 1 Cut-Off Date</b>	<b>Children Affected by Rolling Back the Date to October 1 Cut-Off Date</b>	<b>Children Affected by Rolling Back the Date to November 1 Cut-Off Date</b>	<b>Children Affected by Rolling Back the Date to December 1 Cut-Off Date</b>
Achievement First Hartford Academy Inc. District	16	6	7	3
Area Cooperative Educational Services	12	4	4	4
Capitol Region Education Council	110	45	43	22
Cooperative Educational Services	10	4	3	3
Elm City College Preparatory School District	13	5	5	3
Highville Charter School District	3	3	0	0
Integrated Day Charter School District	9	4	4	1
Jumoke Academy District	19	6	8	5
Learn	51	23	13	15
New Beginnings Inc. Family Academy District	18	8	3	7
Side By Side Charter School District	3	1	2	
<b>Total</b>	<b>6456</b>	<b>2406</b>	<b>2151</b>	<b>1899</b>

**Appendix C:  
Kindergarten Enrollment of Students Who Were Eligible to Attend in a Prior Year ("Red Shirting) by District  
(this data excludes students who were retained in Kindergarten)**

<b>District Name</b>	<b>Kindergarten Students Who Were Eligible in a Prior Year</b>	<b>Red-shirted Students no longer eligible if entry date is changed to October 1</b>	<b>Red-shirted Students no longer eligible if entry date is changed to November 1</b>	<b>Red-shirted Students no longer eligible if entry date is changed to December 1</b>
Ansonia School District	9	0	1	5
Ashford School District	2	0	0	2
Avon School District	37	6	9	8
Barkhamsted School District	1	0	0	1
Berlin School District	17	2	10	3
Bethany School District	4	0	1	3
Bethel School District	22	3	4	11
Bloomfield School District	6	2	0	2
Bolton School District	2	2	0	0
Branford School District	39	7	11	9
Bridgeport School District	72	11	8	12
Bristol School District	36	11	6	14
Brookfield School District	15	4	2	8
Brooklyn School District	9	1	2	3
Canaan School District	1	0	1	0
Canton School District	13	2	4	2
Chaplin School District	1	1	0	0
Cheshire School District	32	10	3	9
Chester School District	7	1	0	1
Clinton School District	17	2	5	5
Colchester School District	17	5	7	3
Colebrook School District	1	0	0	0
Columbia School District	2	1	0	0
Cornwall School District	1	0	0	0
Coventry School District	8	1	1	1
Cromwell School District	18	3	5	7
Danbury School District	43	4	9	15
Darien School District	93	18	15	28
Deep River School District	11	5	3	0
Derby School District	6	0	1	2

<b>District Name</b>	<b>Kindergarten Students Who Were Eligible in a Prior Year</b>	<b>Red-shirted Students no longer eligible if entry date is changed to October 1</b>	<b>Red-shirted Students no longer eligible if entry date is changed to November 1</b>	<b>Red-shirted Students no longer eligible if entry date is changed to December 1</b>
East Granby School District	8	3	1	2
East Haddam School District	8	2	1	1
East Hampton School District	14	2	2	9
East Hartford School District	15	2	1	5
East Haven School District	25	0	5	16
East Lyme School District	17	4	1	7
Easton School District	14	2	3	6
East Windsor School District	3	0	0	1
Ellington School District	22	3	7	10
Enfield School District	23	0	8	9
Essex School District	8	2	1	3
Fairfield School District	114	28	29	23
Farmington School District	30	10	7	8
Glastonbury School District	55	12	12	15
Granby School District	25	4	7	11
Greenwich School District	93	18	20	26
Griswold School District	4	1	1	1
Groton School District	22	5	3	10
Guilford School District	33	8	8	9
Hamden School District	34	6	8	13
Hartford School District	79	9	12	15
Hebron School District	11	2	2	5
Kent School District	3	0	1	1
Killingly School District	13	2	3	2
Lebanon School District	3	0	0	3
Ledyard School District	10	4	0	2
Lisbon School District	2	1	0	0
Litchfield School District	6	0	2	1
Madison School District	39	9	10	7
Manchester School District	27	3	5	12
Mansfield School District	8	1	2	3
Marlborough School District	9	3	0	3
Meriden School District	28	7	3	9
Middletown School District	28	5	6	13
Milford School District	38	5	12	10

<b>District Name</b>	<b>Kindergarten Students Who Were Eligible in a Prior Year</b>	<b>Red-shirted Students no longer eligible if entry date is changed to October 1</b>	<b>Red-shirted Students no longer eligible if entry date is changed to November 1</b>	<b>Red-shirted Students no longer eligible if entry date is changed to December 1</b>
Monroe School District	34	8	10	9
Montville School District	3	1	0	0
Naugatuck School District	15	4	2	4
New Britain School District	23	1	2	5
New Canaan School District	71	17	13	15
New Fairfield School District	14	3	4	2
New Hartford School District	5	2	1	0
New Haven School District	62	11	13	12
Newington School District	28	3	10	9
New London School District	11	0	2	7
New Milford School District	18	4	1	8
Newtown School District	38	6	7	17
North Branford School District	17	2	3	4
North Canaan School District	4	1	2	1
North Haven School District	24	4	4	10
North Stonington School District	6	1	1	2
Norwalk School District	47	4	11	14
Norwich School District	15	0	3	6
Old Saybrook School District	16	4	4	3
Orange School District	14	1	5	3
Oxford School District	10	0	4	2
Plainfield School District	5	0	1	2
Plainville School District	17	2	4	7
Plymouth School District	7	0	0	5
Pomfret School District	3	0	2	0
Portland School District	13	3	1	3
Preston School District	3	1	1	1
Putnam School District	5	0	2	2
Redding School District	15	3	2	5
Ridgefield School District	51	7	11	15
Rocky Hill School District	15	0	3	8
Salem School District	7	0	1	2
Salisbury School District	5	1	2	0
Scotland School District	1	0	1	0
Seymour School District	17	4	4	6

<b>District Name</b>	<b>Kindergarten Students Who Were Eligible in a Prior Year</b>	<b>Red-shirted Students no longer eligible if entry date is changed to October 1</b>	<b>Red-shirted Students no longer eligible if entry date is changed to November 1</b>	<b>Red-shirted Students no longer eligible if entry date is changed to December 1</b>
Sharon School District	1	0	0	0
Shelton School District	35	8	5	8
Sherman School District	8	2	2	1
Simsbury School District	40	3	10	16
Somers School District	9	0	2	6
Southington School District	77	13	20	21
South Windsor School District	29	6	8	11
Stafford School District	2	1	0	1
Stamford School District	74	11	15	23
Sterling School District	1	0	0	1
Stonington School District	25	4	9	8
Stratford School District	36	8	10	7
Suffield School District	16	1	5	5
Thomaston School District	7	2	0	3
Thompson School District	8	1	3	2
Tolland School District	22	2	3	10
Torrington School District	26	8	6	6
Trumbull School District	51	3	10	16
Union School District	1	0	0	1
Vernon School District	13	4	3	1
Voluntown School District	1	0	0	0
Wallingford School District	39	11	4	16
Waterbury School District	76	4	12	16
Waterford School District	7	1	0	3
Watertown School District	12	2	3	5
Westbrook School District	6	0	1	1
West Hartford School District	74	17	12	26
West Haven School District	18	2	5	8
Weston School District	12	1	2	7
Westport School District	74	19	13	23
Wethersfield School District	24	6	4	9
Willington School District	2	0	1	0
Wilton School District	62	12	21	11
Winchester School District	10	1	1	5
Windham School District	8	0	0	3

<b>District Name</b>	<b>Kindergarten Students Who Were Eligible in a Prior Year</b>	<b>Red-shirted Students no longer eligible if entry date is changed to October 1</b>	<b>Red-shirted Students no longer eligible if entry date is changed to November 1</b>	<b>Red-shirted Students no longer eligible if entry date is changed to December 1</b>
Windsor School District	11	3	1	2
Windsor Locks School District	5	0	2	3
Wolcott School District	9	2	4	2
Woodbridge School District	13	4	1	4
Woodstock School District	15	5	4	5
Regional School District 06	7	2	1	2
Regional School District 10	29	4	5	14
Regional School District 12	3	0	0	1
Regional School District 13	21	4	6	7
Regional School District 14	9	2	3	2
Regional School District 15	43	10	5	18
Regional School District 16	2	0	0	0
Regional School District 17	14	3	5	1
Regional School District 18	17	3	3	2
Capitol Region Education Council	36	8	11	7
Cooperative Educational Services	4	1	0	2
Area Cooperative Educational Services	6	2	3	0
Learn	10	1	3	2
Jumoke Academy District	1	0	0	0
Integrated Day Charter School District	2	0	0	1
Side By Side Charter School District	7	1	2	2
New Beginnings Inc. Family Academy District	1	0	0	0
Highville Charter School District	3	0	1	1
Achievement First Hartford Academy Inc. District	1	0	1	0
Elm City College Preparatory School District	2	0	0	0
<b>Totals</b>	<b>3229</b>	<b>571</b>	<b>679</b>	<b>972</b>